

TABLE OF CONTENTS

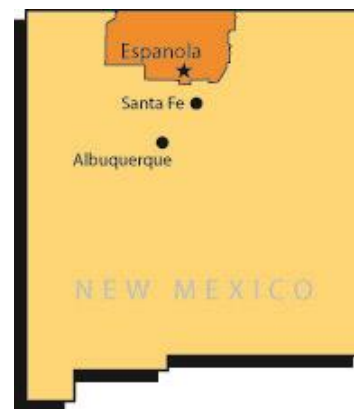
	Page
A. The Need for an Upward Bound Program.....	1
1. The Income Level of Families in the Target Area is Low.....	1
2. The Education Attainment Level of Adults in the Target Area is Low.....	2
3. Target High Schools Drop-Out Rates are High	3
4. College-Going Rate in the Target Schools Are Low.....	3
5. Student/Counselor Ratios in the Target Schools are High	4
6. Unaddressed Academic, Social and Economic Conditions in the Target Area....	5
B. Objectives.....	9
The Objectives are Ambitious and Attainable.....	9
C. Plan of Operation.....	13
1. Plan to Inform the Faculty and Staff and Interested Individuals.....	13
2. Plan for Identifying, Recruiting, and Selecting Participants.....	14
3. Plan for Assessing Participant Needs and Academic Progress Monitoring.....	16
4. Plan to Locate the Project within the Applicant's Organizational Structure.....	19
5. The Curriculum, Services and Activities Planned for Participants.....	20
6. Planned Timelines for Accomplishing Critical Elements of the Project.....	37
7. Plan to Ensure Effective and Efficient Administration of the Project.....	39
8. Plan to Use Resources and Personnel to Achieve Objectives and Coordinate with Other Projects for Disadvantaged Students.....	42
9. Plan to Work Cooperatively with Parents and Key Staff at Target Schools.....	44
10. Follow-Up Plan for Tracking Graduates of Upward Bound Program.....	45

D. Applicant and Community Support.....	46
1. Facilities, Equipment, Supplies, Personnel and Other Resources Committed....	46
2. Resources Secured Through Written Commitment from Target Schools and Community Partners.....	48
E. Quality of Personnel.....	50
1. The Qualifications Required of the Project Director.....	50
2. The Qualifications Required of Other Personnel.....	51
3. Plan for Employing Personnel Who have Succeeded in Overcoming Barriers Similar to those Confronting the Project’s Target Population.....	53
F. Budget and Cost Effectiveness.....	54
1. The Budget is Adequate to Support Planned Project Activities and Services...	54
2. Costs are Reasonable in Relationship to the Objectives and Scope of Project...	54
G. Evaluation Plan.....	56
1. The Methods of Evaluation are Appropriate to the Project.....	56
2. Examine in Specific and Measurable Ways, the Success of the Project in Making Progress Toward Achieving its Objectives.....	61

INTRODUCTION

Northern New Mexico College (NNMC), a four-year, Hispanic Serving Institution, proposes to establish an Upward Bound project to serve 60 eligible students from Espanola Valley High School in Espanola, New Mexico.

NNMC service area encompasses Taos and Rio Arriba counties in northern New Mexico, an area larger than Massachusetts. This area is home to 72,362 people--64% Hispanic, 13% Native American, and 23% White and other ethnic groups (US Census, 2016). The area is among the poorest in the nation with 24% of the area residents living below the poverty level compared to 21% in New Mexico and 16% in the nation (American Community Survey, 2015).



Low-income families in the target area struggle to live in an environment with limited opportunities for families with few resources. One of three children under the age of 18 in the area lives in poverty (US Census, 2015). Eight out of ten children in public schools are eligible for the free or reduced hot lunch program (New Mexico Public Education Department, 2016). Many of the students living in Indian pueblos, reservations, and isolated mountain villages must walk on ice covered dirt roads in winter to catch the school bus that stops only on county highways. Unfamiliarity with postsecondary educational opportunities along with inadequate high school preparation deters low-income students from pursuing a higher education.

A. THE NEED FOR THE PROJECT.

1. INCOME LEVEL OF FAMILIES IN THE TARGET AREA IS LOW

For TRIO eligibility purpose, low-income is defined as family income below 150% of the poverty level; which is \$36,450 for a family of four. 41% of the families in the target area live

below the 150% poverty level which exceeds the state and national average.

Number and Percent of Families Living at or below 150% Poverty Level		
	Number	Percent
Target Area	6,872	41%
New Mexico	199,255	40%
United States	21,000,572	27%

Source: American Community Survey, 2015.

TARGET SCHOOLS DATA. Upward Bound will serve 60 students from Espanola Valley High School. 852 students at the target school are eligible for the project.

Project Eligible Students at Target School		
	Enrollment	Project Eligible Students
Espanola Valley High School	1,026	852 (83%)

Source: New Mexico Public Education Department, 2016.

2. EDUCATION ATTAINMENT LEVEL OF ADULTS IN THE AREA IS LOW

77% of adults 25 years and over in the target area have not completed an associate or a baccalaureate degree compared to 78% in New Mexico and 73% in the nation.

Number /Percent of Adults with Associate or Bachelor's Degrees			
	Associate Degrees	Bachelor's Degrees	Total Degrees
Target Area	2,897 (6%)	8,395 (17%)	11,292 (23%)
New Mexico	1,06,315 (8%)	198,116 (14%)	7,198,457 (22%)
United States	17,806,750 (8%)	41,152,388 (19%)	58,959,138 (27%)

Source: American Community Survey, 2015.

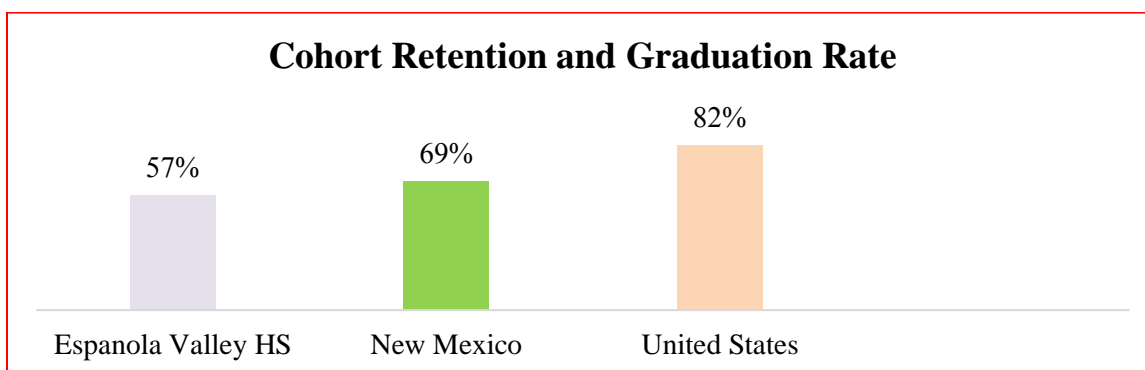
3. TARGET HIGH SCHOOL DROPOUT RATES ARE HIGH

According to New Mexico Public Education Department, 7% of students in the target high school dropped out between the fall of 2014 and fall 2015. This year-to-year event dropout rate is high compared to New Mexico and the nation.

Year-to-Year Event Dropout Rates	
Espanola Valley High School	7%
New Mexico	4%
National	3%

Sources: NM Public Education Department, 2015, National Center for Ed. Statistic, 2015

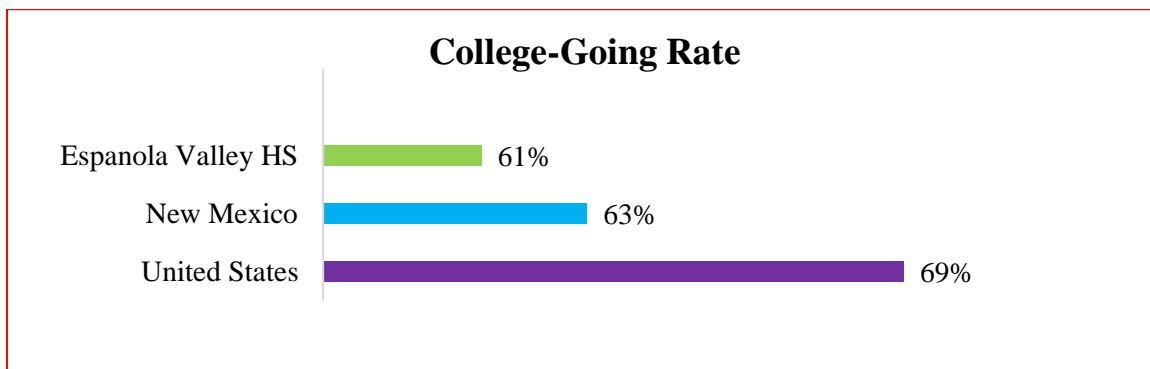
LOW COHORT RETENTION AND GRADUATION RATES. The insidious nature of year-to-year event dropout rates resulted in low graduation rate for students in the target high school. Among eligible students in the target school who started high school in 2011-12, only 57% retained and graduated within four years with a regular high school diploma compared to 69% for New Mexico and 82% for the nation. *The target school's cohort retention and graduate rate will be the baseline for the Secondary School Retention and Graduation Objective.*



Source: NM Public Education Department, 2016, National Center for Ed. Statistics, 2015.

4. COLLEGE-GOING RATE IN TARGET HIGH SCHOOL IS LOW. The college enrollment rate for eligible students in the target high school is only 61% compared to 63% in

New Mexico and 69% in the nation. *The target school's college-going rate will be the baseline for the postsecondary enrollment objective.*



Source: NM Public Education Department, 2015, National Center for Ed. Statistics, 2015.

The consequence of low college going rate in the target high school resulted in dismal college completion rate. Of the 2009 cohort of high school graduates from the target school who enrolled in postsecondary education, only 23% of those who enrolled in college immediately following high school graduation have obtained either an associate or a bachelor's degree within six years (Espanola Valley High School, 2016). Eligible students at the target schools need services such as Upward Bound to prepare them with the academic skills and "college knowledge" necessary for success in postsecondary education. *The target school's postsecondary graduation rates will be the baseline for the postsecondary completion objective.*

5. STUDENT/COUNSELOR RATIO IN THE TARGET HIGH SCHOOL IS HIGH

The table below indicates the student/counselor ratio at the target high school far exceeded the state and national recommendations. These high ratios make it difficult for students to obtain assistance with college planning, career exploration, academic and personal guidance.

Student/Counselor Ratio	
Espanola Valley High School	342/1
State Recommended Student/Counselor Ratio	250/1

National Recommended Student/Counselor Ratio	250/1
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Source: NM Public Ed. Department, 2016, American School Counseling Association, 2011

6. UNADDRESSED ACADEMIC, SOCIAL AND ECONOMIC CONDITIONS

(a). Academic Problems

Inadequate Academic Preparation. New Mexico students are required to take the New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC) Test. The Tests assess student performance in English language arts, mathematics and science and provide an indication of students' readiness for college-level work. According to data from the New Mexico Public Education Department, only 35% and 3% of eligible 11th graders at the target school have met the proficiency levels in reading and mathematics respectively on the NMPARCC Test. In other words, only 3% of eligible rising seniors at the target school have met the proficiency level for both the reading and math sections of the stated assessment. The data clearly indicates that eligible rising seniors at the target high school are not academically prepared for college. *The 3% proficiency rate of eligible students on both the reading and math state assessment will be the baseline for the Academic Performance Standardized Test Objective.*

Eligible 11th Graders Proficient in Language Arts and Math		
	Reading	Math
Espanola Valley High School	20%	3%
New Mexico	35%	7%

Source: New Mexico Education Department, 2016.

Inadequate Academic Preparation for Incoming High School Students. The data indicates that eligible incoming high school students are woefully unprepared to complete a high school college preparatory curriculum, much less enroll and succeed in postsecondary education. 92% and 97% of 8th grade eligible students from the feeder middle school are not proficient in

reading and math respectively. These students need long-term support services in high school such as those offered by the Upward Bound project to improve their chances to complete high school and enroll in postsecondary education.

8th Grade Eligible Students Proficient in Reading and Math		
	Reading	Math
Carlos Vigil Middle School	8%	3%
New Mexico	19%	14%

Source: New Mexico Department of Education, 2016.

Low Percentage of Eligible Students with a 2.5 or Higher GPA. Another indicator of inadequate academic preparation for postsecondary education is the poor academic performance of eligible students in the target school. Only 57% of eligible students in the target school have a 2.5 or higher GPA (Espanola Valley High School, 2016), which will be the baseline for the academic performance objective.

The above data indicated that eligible students from the target school who enroll in college must “catch up” academically to other students to be competitive in a college setting. This factor is clearly illustrated by the results of the COMPASS placement test for new students entering NNMC. Not surprisingly, 95% of the students from the target school placed into remedial math, and 52% required mediation in English (Institutional Research, 2016).

Low Completion Rate of Rigorous Secondary School Program of Study

The New Mexico Public Education Department defined a rigorous secondary school program of study as four years of English, four years of mathematics including Algebra II, three years of sciences including two laboratory courses, three years of social studies, and one year of foreign language. The data from the Espanola Valley High School indicated the graduation rate of eligible students in the target high school who have completed a rigorous secondary school

program of study in 2015 is only 10% compared to 19% for New Mexico (ACT, 2016). This low rate of participation in a rigorous secondary school program of study showed that eligible students are not academically prepared to meet college admission requirements that have resulted in their low enrollment rate in college. Eligible students at target school will start college at a relative disadvantage and need support from programs such as Upward Bound to prepare for postsecondary education.

The target school's rigorous secondary school program of study completion rate will be the baseline for the secondary school graduation objective.

Low Percentage of Students Taking College Admissions Test. Only 19% of 12th graders in the target school took the ACT in 2015 (Espanola Valley High School, 2016). Their average composite score is only 18 compared to 20 for New Mexico and 21 for the nation. The small numbers of students from the target school taking the ACT indicate that the majority of them are not planning for college or have not completed the rigorous secondary school program of study.

Low Participation Rates in Advanced Placement Courses. The National Center for Education Statistics report: *The Toolbox Revisited: Path to degree completion from high school through college, 2006*, indicates a connection between rigorous course work and college achievement. Of students completing the highest level of academic curriculum in high school, 95% earned a bachelor's degree. The successful completion of AP courses and exams enable students to earn college credits while in high school and get on the fast track to a college degree. The target high school offers 5 Advanced Placement courses. Sadly, only 5% of students participated in AP courses (Espanola Valley High School, 2016).

Lack of Academic Support Services in Target Schools – The target high school lack many of the services provided by the Upward Bound Project that includes academic needs assessment,

Individualized Education Plan to remediate academic deficiencies and provide a map to educational and career goals, study skills coaching, SAT/ACT preparation, after-school tutoring, intensive summer instruction in core subjects, continuous advising, career exploration, financial literacy education, college visits, and assistance with admissions and financial aid applications.

(b) Socio-Economic Problems

Economic and Social Conditions: Eligible students in the target high school encounter economic and social barriers to access and success in postsecondary education. 83% of the students at the schools are eligible for the free/reduced lunch program (New Mexico Public Education Department, 2016). Due to low per capita and family income in the target area, eligible students have few resources to attain their educational goals. Additionally, low-income parents frequently are unable to be involved with their child's education because of work schedules and multiple jobs, inadequate child care, lack of transportation and/or language differences. Parent involvement is an important factor in setting college aspiration, motivating students, and preventing dropout (Hesel & Bertini, 2007).

Lack of Familiarity with College Environment. 77% of the target area residents do not have either an associate or a bachelor's degree (American Community Survey, 2015). Since many of the eligible students from the target schools are likely to be the first person from their families to attend college, they do not have family members who are familiar with the college environment and can provide insights on college planning or the demands of college-level work (Deil-Amen & DeLuca, 2010). Research have shown that first-generation college students do not naturally possess the "college knowledge" essential to navigating the educational system (Jehangir,2010).

Lack of Knowledge of Financial Aids and Financial Literacy --- Lack of knowledge of Federal and state financial aid programs, scholarships and college-based assistance is a common faced by

first-generation college students (Tortoriello, 2009). If they are aware of financial aid opportunities, they are often misinformed or intimidated by the financial application process. The target schools do not offer courses on money management and financing planning for college.

Lack of Career Models—Our eligible students come from economically depressed neighborhoods where there is a lack of professional career role models to emulate. Students in these communities are not exposed to professional and non-traditional career choices and they lack access to information on career and educational opportunities. Low-income and potential first-generation college students may perceive limited educational and career opportunities for themselves, which poses a formidable obstacle to completing high school, enrolling in college, and obtaining a professional career (Nakkula, Danylchuk and Miller, 2008, Gandara, 2009).

In conclusion, the lack of services in the target area geared toward low-income students have led to: (1) high dropout rates, (2) inadequate academic preparation for college, (3) poor academic performance, (4) low completion rates in rigorous college preparatory curriculum; (5) low graduation rates; and (6) low postsecondary enrollment and completion rates. The lack of available services such as those offered by the Upward Bound project dramatically emphasizes the need for this project in the target school in to improve the chances of eligible students to complete secondary and postsecondary education.

B. OBJECTIVES

Objective 1: Academic Performance -- Grade Point Average (GPA)

77% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year

Objective is Ambitious as Related to Need Data: *Baseline Data:* 57% of eligible students in the target school have a 2.5 or better grade point average in 2016 as described in the

Need section. The goal of increasing their GPA at or above 2.50 from 57% to 77% makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: This objective is attainable given the resources available and the well-designed core services which includes academic need assessment, Individualized Education Plan (IEP) to address academic deficiencies, requiring four days a week tutorial for students with less than 2.50 GPA, academic advising, study skills coaching, and a rigorous academic progress monitoring system with Early Alert.

Objective 2: Academic Performance on Standardized Test.

43% of UB seniors served during the project year will have achieved at the proficiency level on state assessments in reading/language arts and math

Objective is Ambitious as Related to Need Data: *Baseline Data:* 3% of eligible rising seniors in the target school have met the proficiency level for both the reading and math sections of the stated assessment in 2016 as described in the Need section. The goal of increasing the proficiency rate of seniors from 3% to 43% for both tests makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: This objective is attainable because participants will have three to four years of comprehensive support to achieve proficiency level in reading and math on the state assessment. The support will include assess students' academic needs, develop an IEP to address deficiencies in reading and math test scores, requiring four days a week tutorial for students with less than proficiency level in reading and math test scores, a curriculum focused on language arts, mathematics, and study skills coaching on test preparation and test taking strategies.

Objective 3: Secondary School Retention and Graduation

85% of Project Participants served during the project year will continue in school for the next academic year at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Objective is Ambitious as Related to Need Data: *Baseline Data:* The retention rate in the target school is 57% in 2015 as described in the Need section. The goal of increasing the retention rate of participants from 57% to 85% makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: This objective is attainable because the project has a plan to assess students' academic needs, develop an Individualized Education Plan to provide participants with a roadmap to high school completion and postsecondary enrollment, require four days a week tutorial for participants with less than a 2.5 GPA in core subjects, a rigorous academic monitoring system, study skills coaching, and continuous academic advising to improve the retention and graduation rates of participants.

Objective 4. Secondary School Graduation (Rigorous Secondary Program of Study)

70% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary diploma will complete a rigorous secondary school program of study.

Objective is Ambitious as Related to Need Data: *Baseline Data:* The average graduation rate of eligible students who have completed the rigorous secondary school program of study is only 10% in 2015 as described in the Need section. Therefore, raising the graduation rate of participants who have completed a rigorous secondary school program of study from 10% to 70% makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: The project has a plan to prepare students for success in high school that includes requiring participants enroll in a college preparatory curriculum every semester until they graduate from high school, provide continuous advising on selection of college preparatory courses, academic needs assessment and an Individualized Education Plan that lists a four-year sequence of coursework leading to high school graduation and college enrollment, study skills coaching, tutoring in core subjects, and an academic progress monitoring system with Early Alert to track participants' academic progress.

Objective 5. Postsecondary Enrollment. 81% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.

Objective is Ambitious as Related to Need Data: *Baseline Data:* The postsecondary enrollment rate of eligible students in the target school is only 61% in 2015 as described in the Need section. The goal of increasing the postsecondary enrollment rate from 61% to 81% makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: The project has a comprehensive plan of services specifically for 11th and 12th graders including continuous advising and encouragement to complete a college preparatory curriculum, support services to help students acquire the academic skills for success in college, dual enrollment program helps students accumulate college credits while in high school, assistance with admission and financial aid applications, and Summer Bridge program to ease students' transition to college

Objective 6. Postsecondary Completion

50% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

Objective is Ambitious as Related to Need Data: *Baseline Data:* only 23% of the target school students have obtained either an associate or a bachelor's degree within six years in 2015 as described in the Need section. Therefore, raising the postsecondary completion rate from 23% to 50% makes this an ambitious objective.

Objective is Attainable as Reflected in the Plan of Operation: The project has a plan to prepare participants for success in college, including study skills coaching, tutorial in core subjects, required enrollment in college preparatory courses, participation in dual enrollment program and Summer Bridge, assist students enroll in TRIO Student Support Services or similar program in colleges, and continuously advising until they graduate from college.

C. PLAN OF OPERATION

1. Plan to Inform Faculty and Staff, Community Agency and Interested Individuals

(a). Informing Faculty and Staff. The project will inform faculty and administrators on the goals, objectives, services, and eligibility requirements for the project through email, brochures, posters, and presentations to faculty committees and academic support services councils. At the beginning of each semester, the project will send emails through the administrators/faculty/staff listserv to inform them about the project services and eligibility requirements. The monthly faculty and staff newsletter will carry features and updates about the project. The project will have its own bilingual English and Spanish website describing its services, eligibility

requirements, application forms, and features on project participants and staff.

(b). *Informing Community Agency.* We will utilize the existing networks of youth organizations, community organizations, county and municipal social and human services agencies in the target area that were built by our Community Outreach Services to disseminate flyers and brochures and make presentations on the services and eligibility requirements for our project. Most of our Community Outreach Services staff serve on one or more local community boards, committees, and task forces that focus on education and training.

(c). *Interested Individuals.* Information about the project will appear on Facebook, Google+, Instagram, YouTube, Tumblr and Twitter. Press releases, brochures, and flyers will be distributed to area media, churches, community organizations, youth agencies, and neighborhood centers regarding project's goals, services and eligibility requirements. We will make presentations to community organizations, youth programs, and neighborhood centers.

(d). *Target School.* We will schedule project orientation with target area middle and high school principals, counselors, and teachers notifying them of the goals, services and eligibility requirements for the project. We will distribute project brochures to all eligible incoming ninth and tenth graders in the target high schools and their parents inviting students to participate in the project. We will make presentations to classrooms, Parents Night, PTA meetings, college fairs, and career days. At the beginning of each semester, the project will send email through the teachers and administrators listserv at the target school to inform them of the project services and eligibility requirements and encourage them to refer eligible students to the project.

2. Plan to Identify, Recruit, and Select Project Participants

(a). *Identification and Recruitment.* We will identify eligible participants from the target school, feeder middle school, and community agencies. The project will conduct orientation workshops

for target high school and feeder middle school teachers, counselors, administrators and community groups on the project services, eligibility requirements, identification and referral of eligible participants to the project. The project will disseminate project brochures and application forms to every eligible incoming ninth and tenth graders in the target school and their parents. The project will target eligible students who have a high risk of academic failure and need academic support in order to pursue a program of education beyond high school.

(b). Selection. All interested students will complete the project application form. The target school will be asked to provide a transcript and results of the state assessment test for each applicant along with a nomination from two counselors or teachers. The **low-income criterion** will be verified by Federal tax returns, documentation of income from a governmental agency or employer, or a certificate by the parents or community agency. **Disability** verifications will be provided by the target high school. **Parents' educational** status will be certified on the project application form. **A high risk of academic failure** will be determined by a review of each applicant's transcripts and test scores.

After initial eligibility is determined, the Project Director, Academic Advisor, and Curriculum Coordinator will meet with each applicant and his/her parents to discuss the student's reasons for applying and their educational and career goals. At this meeting, the project will inform parents of the project requirements and solicit their support for their child's active participation in the project.

The Project Director, Academic Advisor, and Curriculum Coordinator will select eligible participants based on high risk of academic failure and need for academic support to pursue successfully a program of education beyond high school. A 50-point ranking scale will be used to select incoming ninth and tenth graders from the target schools for the project year 2017-18.

Selection Criteria	Points
High school academic course load that is insufficient to prepare the applicant for success in postsecondary education	10 points
High risk for academic failure:	20 points
1. Less than proficient level on state assessment in eighth grade reading tests	5 points
2. Less than proficient level on the state assessment in eighth grade math test	5 points
3. Less than 2.50 grade point average	5 points
4. Have not successfully completed algebra by the beginning of tenth grade	5 points
Letters of recommendation from counselors and teachers indicating needs for project services to improve academic performance and preparation for college	15 points
Previous participation in TRIO-Talent Search, GEAR UP, or similar programs	5 points
Total	50 points

3. Plan to Assess Participant Needs and Monitoring Academic Progress

(a). **Need Assessment**-The academic strengths and weakness of each admitted participant will be assessed within two weeks of their acceptance into the project. The plan includes:

Need Assessment Activity	
Administer the <u>ACT ASPIRE Test</u> to 9th and 10th graders to measure their strengths and weakness in English, math, science, reading and writing and use them as benchmarks to develop a plan to improve their academic skills	<u>Personnel</u> <u>Responsible:</u> Project Director Academic Advisor
Administer and interpret the <i>Learning Styles Inventory</i> to help participants find out how they learn	

Administer the <i>Career Occupation Preference System Interest Inventory</i> to help students explore careers that matched their interests and values.	Curriculum Coordinator
Review transcripts, test scores, attendance record, counselor's assessment of strengths and weaknesses, career and college plan and develop an Individualized Education Plan for each participant.	<u>Timeline:</u> Within two weeks of acceptance into the project

(b). Individualized Education Plan (IEP)

Immediately after the initial need assessment, the project will develop an Individualized Education Plan (IEP) for each participant. The IEP will include a three- to four-year sequence of rigorous coursework that will lead to high school graduation and enrollment in postsecondary education. The IEP will also include information on participant's academic needs, services to address academic deficiencies, academic and career goals; timeliness to achieve these goals; the resources required; and the steps that must be followed to meet these goals. At the beginning of fall and spring semesters, each participant will meet with the project staff to discuss the IEP, academic outcome evaluation, update academic goals and participation in required services. Each participant will sign a Contract for Success that pledges his/her commitment to the positive outcomes of his/her IEP. Participants' information will be updated bi-weekly to ensure the IEP is current which will allow project staff to regularly monitor the participant's academic performance and detect any potential problems in a timely manner (i.e. missed assignments, dropping grades, or trancies), and develop plans to help participant achieves academic success.

(c). Academic Progress Monitoring Plan with Early Alert

The purpose of the academic progress monitoring plan is to keep abreast of the student's (1) enrollment in college preparatory classes, (2) progress towards graduation, (3) academic

performance, and (4) need for additional support services to attain academic success.

Academic Year. Project advisors will meet with students five times each semester (second, fifth, eighth, eleventh, and fourteenth weeks) or more often if needed to review participants' academic progress. Prior to each meeting, an Academic Progress Report Card (APR) will be emailed to participants' teachers for their input on students' assignment completion, class attendance, test/quiz results, and classroom behaviors. The meetings will include discussion of teachers' feedback and strategies to help students overcome the obstacle to academic success in each class.

In addition to the academic monitoring meetings with participants, the project staff will monitor participant's academic progress through the *Early Alert* that will include weekly electronic copies of participants' quiz and grade reports for each class sent by the target high schools and instructions for teachers to call or email the project at first sign of problem in class.

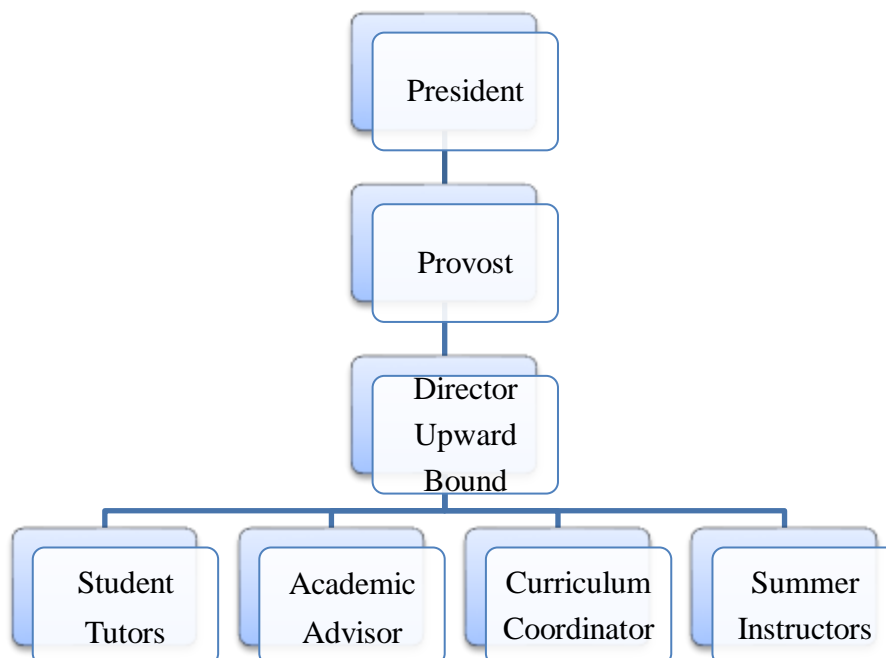
Any participant received a grade below a "C+" either cumulatively or in a core academic subject will be immediately placed on academic probation. The project will schedule a meeting with the student and parents to discuss the students' academic performance and the implications of academic probation. The student will be required to participate in a weekly advising session and four-day a week tutorial service. If the student is making academic progress after one quarter, he/she will be removed from probationary status. If no improvement is shown after one quarter, student will be placed on strict and final probation. The project will schedule a meeting with the student and parents to discuss the students' academic performance and the implications of strict probation. If there is no positive change in the student's academic performance after two consecutive quarters, students will be dismissed from the project. However, the Project Director can extend student participation in the project if extenuating circumstances suggested potential

academic success could be obtained through further assistance.

Summer Program Academic Monitoring. Project advisors will meet with participants weekly or more often if needed to review participants' academic progress for each class. The meetings will include discussion of participants' academic performance, teachers' feedback for each class, and services to help students overcome obstacle to academic success in each class.

4. Plan for Locating the Project within the Applicant's Organizational Structure

The project will be located within the Division of Academic Affairs, and the Project Director will report to the Provost, who reports to the President. This chain of command ensures efficient management and prompted resolution of issues at the highest level of the College administration. The Project Director will have complete authority for all program activities including selection and supervision of staff, implementation of project services, budget management, project evaluation, and preparation of reports. The chart below indicates the Project Director's location within the college organizational structure:



5. Curriculum, Services and Activities Planned for Participants

Our project design focused on the integration of instruction and academic support as the overarching strategy to improve the secondary and postsecondary completion rates of eligible students from the target schools. Research has consistently shown that the most effective programs for developmental learners are those that integrate instruction and academic support services (Tinto, 2012; Center for Student Success, 2007). This integrated learning model derived from the premise that education is about human development and the intertwining of learning and identity. Therefore, all learning is developmental, and that effective support is an integral part of the learning process, not just a safety net after a student has experienced failure and needed help (Gabriner and Grubb, 2011). When teaching and support services are intertwined in more holistic ways, authentic and relevant learning experiences take hold (Kerrigan & Slater, 2010). Our Upward Bound project has developed an integrated learning model based on evidence-based practices that would result in improved student learning outcomes, positively impacted the learner's identity, and provided a foundation for student success in postsecondary education. Our project has identified six best practices to improve student academic outcomes.

- *College preparatory curriculum to generate academic skills for postsecondary success*
- *Saturday Academy to enhance identity formation, self-esteem & academic skills*
- *Summer Program to simulate a college-going experience*
- *Services to enhance curriculum mastery*
- *Activities to enhance motivation and preparation for postsecondary education*
- *Summer Bridge to ease transition from high school to college level instruction*

(a). CURRICULUM

Our Upward Bound curriculum will include four major components: *Academic Year Program*, *Six-Week Summer Program*, *Year-Round Saturday Academy*, and *Summer Bridge*. These four components are integrated into a learning program for participants to generate the academic skills and motivation necessary for success in high school and postsecondary education. During the *Academic Year Program* participants will enroll in a college preparatory curriculum and participate in an array of support services which are designed to prepare them for academic success in postsecondary education. The *Six-Week Summer Program* at Northern New Mexico College is designed to simulate a college-going experience and prepare participants for coursework for the upcoming school year, with an emphasis on mathematics, laboratory science, foreign language, composition and literature.

The *Year-Round Saturday Academy* is designed to incorporate the culture and traditions of participants and their communities into their overall learning experience. The goal is to enhance students' self-esteem and identity and reinforce their academic skills and knowledge in the context of their cultures. There is research evidence that curricular and teaching practices that link learning to the surrounding cultural and physical environment produce positive results on the academic performance of students (Torres-Velasquez, 2009). *"By working from and validating students' existing knowledge base, this teaching practice improves the acquisition and retention of new knowledge and develops students' self-confidence and self-esteem"*(Padron, Waxman and Rivera, 2002).

An example of a culturally relevant math project is utilizing the knowledge of an uncle of an eligible Hispanic student at the target school who is a *mayordomo* (manager) for the local *acquia* (irrigation ditch). For five hundred years, New Mexico's Hispanic and Native American

gardeners and farmers have depended on *acequias* to deliver precious water to their land scattered throughout the rural arid areas. The landowners hold annual elections for a *mayordomo* to manage the local *acequias*. The *mayordomo* is highly respected in the community because he/she is the one who regulates the water that hydrates family and community garden plots and farms. This is a rich learning source in a student's family for connecting mathematics to their cultural experience and everyday realities. When one looks at this topic, there are hands-on learning activities that involve ratios, measurement, patterns, and probabilities. Participants will work in small collaborative groups to examine the methods of constructing irrigation ditches, measure rainfall volume, convert volume of mountain snowpack to volume of spring water runoff; and the ratio of water distribution and land mass. Through this project, students will have a chance to apply field notes to computer simulation models and laboratory activities to learn the mathematical foundations of the issues of water rights and equitable distribution of water that are critically important for the survival of small farmers and gardeners in arid northern New Mexico. This project can help students *"understand the complexity of such problems, help them develop and understand the role of mathematics in their resolution, and allow them, at the same time, to develop mathematical power"* (Romberg, 1992).

The ***Summer Bridge*** is designed to facilitate the transition from high school to college level instruction for Upward Bound graduates, with an emphasis on College Algebra, College Composition, and Strategies for Success seminar.

The tables below outline the curriculum plan for the academic year program, six-week summer program, Saturday Academy, and Summer Bridge.

ACADEMIC YEAR PROGRAM	
Goal	To prepare participants complete a rigorous secondary school program of study and academic success in postsecondary education
Core Courses Required	Math (4 years) -- Algebra 1& II, Geometry, and Pre-Calculus Science (3 years) -- Biology, Chemistry, Physics English (4 years) -- Literature, Composition and Speech Social Studies (3 years) -- U.S. History, Government, Geography Foreign Language (2 Years) -- A single foreign language
Class Hours:	At target school, 8:00 a.m. – 2:45 p.m. Monday-Friday
Services/Activities Hours:	At target school, 3:00 - 5:45 M-F. Tutorial, study skills coaching, career exploration activities, workshops, advising, and cultural events
Credit/Non-Credit High School Units	½ unit for successful completion of each core course each semester for a total of 16 units of core academic courses in four years of high school
Relation-ship to State-Mandated Assessment Test	The target school has aligned its textbooks, curriculum and teacher professional development with the state curriculum standards and assessment tests in math, science and reading/language arts.
SIX-WEEK NON-RESIDENTIAL SUMMER PROGRAM	
Goal	To simulate a college-going experience and prepare students for coursework for the upcoming school year
Core Courses Required	<u>Freshmen (preparation for Sophomore year)</u> Geometry, biology, composition/literature and foreign language <u>Sophomore (preparation for Junior Year)</u>

	Algebra II, chemistry, composition/literature and foreign language <u>Junior (preparation for Senior year)</u> Pre-calculus, physics, composition/literature and foreign language
<i>Class Hours:</i>	At NNMC campus, 8:00 a.m. - 3:00 p.m. Monday-Friday
<i>Services/Activities Hours:</i>	3:15 - 5:45 M-F. Tutorial, study skills coaching, career exploration activities, educational workshops, advising, and cultural events
<i>Credit/Non-Credit High School Units</i>	¼ unit for successful completion of each core course at the end each summer for a total of 4 units of core courses in four years of high school.
<i>Relationship to State-Mandated Assessment Test</i>	The Summer Program curriculum will be aligned with the state curriculum standards and assessment tests in language art, math, and science
YEAR-ROUND SATURDAY ACADEMY	
<i>Goal</i>	To create a strong connection between students' experience in school and their families/communities and reinforce their cultural identity, enhance self-esteem, and mastery of academic knowledge in the context of their cultures.
<i>Core Courses Required</i>	The curriculum will incorporate the background, cultural, and traditions of participants and their families into a hands-on learning experience and reinforce their knowledge in language arts, mathematics and sciences through the use of laboratories, computer facilities, and field trips.
<i>Class Hours:</i>	At NNMC campus and field sites from 8:30 a.m.-4:30 p.m. every other Saturday during the school year and six Saturdays in summer

<i>Services/Activities</i> <i>Hours:</i>	8:30 a.m. - 4:30 p.m. every other Saturday during the school year and six Saturdays in summer. Academic skills development, career exploration activities, field trips, workshops and cultural events
<i>Credit/Non-Credit</i> <i>High School Units</i>	Non-Credit
<i>Relationship to</i> <i>State-Mandated</i> <i>Assessment Tests</i>	The Saturday Academy curriculum will be aligned with the state curriculum standards and assessment tests in language arts, math and sciences

SUMMER BRIDGE PROGRAM

The project's graduates will participate in an eight-week Summer Bridge at Northern New Mexico College and will earn up to nine credits in College Algebra, College Composition and Strategies for Success Seminar.

The Strategies for Success Seminar will help students learn effective study techniques including time management, note-taking, test preparation, and campus resources to support their academic success. Bridge participants will be assigned a Peer Coach/Mentor, who is a student at NNMC, to provide tutoring and share knowledge and insights regarding the transition from high school to college. The Bridge students will be required to attend daily group study sessions and tutorial led by Peer Coach/Mentor. In addition, Bridge students will meet with their Project Advisors weekly to discuss their academic progress and provide further assistance before entering their first fall semester in college. The summer bridge will integrate parents into the Bridge students' academic support network through the Parents Council, receptions, and workshops on financial aid and college life.

Summer Bridge will help participants develop a realistic academic expectation for

success through actual classes, examinations, and study experiences that replicate the first semester experience in college. There is a substantial body of research that demonstrated Summer Bridge programs have a positive impact on the persistence and graduation rates of first-generation college students and underrepresented minority students (Murphy, Gaughan, Hume and Moore, 2010; Cabrera, Miner & Milem. 2013).

(b). SERVICES TO ENHANCE CURRICULUM MASTERY

The project has a comprehensive plan to help participants progress successfully from high school to college. Although the services offered through the project will be individually tailored to meet the needs of each participant, every student will participate in a three to four-year structured experience. The structured services are designed to ensure students' timely progress toward graduation. Below outlines the yearly structured services for each participant.

9th & 10th Grades	11th Grade	12th Grade
<i>Emphasis on college preparatory curriculum, development of academic skills, and a plan to reach educational and career goals</i>	<i>Emphasis on continuous development of academic skills, career exploration, and preparation for postsecondary education,</i>	<i>Emphasis on completing college prep curriculum, selection of academic and career pathways, and transition to college</i>
<ul style="list-style-type: none"> • <i>Need Assessment</i> • <i>Four-Year College Preparatory Courses Plan</i> • <i>College Admission and Financial Aid Workshop</i> • <i>Summer Program</i> 	<ul style="list-style-type: none"> • <i>Dual Enrollment</i> • <i>SAT/ACT Test Prep</i> • <i>College and Career Fairs</i> • <i>College Campus Visit</i> • <i>Summer Program</i> 	<ul style="list-style-type: none"> • <i>SAT/ACT Test Prep</i> • <i>Dual Enrollment</i> • <i>College and Career Fairs</i> • <i>College Campus Visit</i>

		<ul style="list-style-type: none"> • <i>Complete College Admission and Financial Aid Applications</i> • <i>Summer Bridge</i>
ALL HIGH SCHOOL YEARS		
<i>Individualized Education Plan</i> ----->		
<i>Academic Progress Monitoring with Early Alert</i> ----->		
<i>Academic Advising</i> ----->		
<i>Tutoring and Study Skills Coaching</i> ----->		
<i>Career Advising and Planning</i> ----->		
<i>Financial Literacy Workshop</i> ----->		
<i>Services for English Learners</i> ----->		
<i>Critical Thinking/Problem Solving Skills</i> ----->		
<i>Leadership Development Training</i> ----->		

Need assessment, Individualized Education Plan, and Academic Progress Monitoring have been described in detail on pages 17-19. Below describes the remaining services to help participants master the college preparatory curriculum.

(1). Academic Advising and Assistance in Secondary and Postsecondary Course Selection

The purpose of academic advising is to keep abreast of the student's (1) college preparatory course selection, (2) academic performance, (3) progress towards degree completion, (4) need for support services to attain academic success, and (5) reinforce positive academic behaviors such as attend classes, complete assignments, and participate in class.

Academic Year. Participants will meet individually with their Project Advisor at the

beginning of each semester and during the *second, fourth, sixth, eighth, eleventh, thirteenth and fifteenth week* of each semester or more often if needed to review participants' academic progress. Prior to each meeting, the Academic Progress Report Card (APR) will be emailed to participants' teachers for their input on students' assignments completion, class attendance, test and quiz results, and classroom behaviors. Each participant will meet with his/her Project Advisor at the **beginning** of each semester to: 1) develop and discuss the Individualized Educational Plan to include academic objectives, career goals and needs based on the assessment of each participant's need for services; 2) develop a *college preparatory course selection plan* that lists a three- to four-year sequence of courses that participants must complete to ensure admission and success in college; 3) discuss any personal, social and motivational issues that may affect participants' academic performance; and 4) sign a Contract for Success that pledges his/her commitment to the positive outcomes outlined in the IEP.

The **second, fourth, sixth, eighth, eleventh, thirteenth week** advising meetings will be used to identify the participants' academic progress in their classes. The meetings will include 1) discuss the teachers' feedback on the Academic Progress Report (APR) for each class and determine if additional academic support is needed to help students overcome obstacles to academic success in each course, and 2) discuss any personal, social and motivational concerns that may affect participants' academic performance. The **fifteenth week** advising meeting will include 1) select and schedule college preparatory course for the following semester, 2) perform an evaluation on student academic achievement and progress, 3) discuss strategies and services that can be used to help students overcome obstacles to academic success in future classes, 4) update the Individualized Education Plan as needed, and 5) participants sign a new Contract for Success for next semester with updated academic goals, career objectives and IEP.

An intrusive advising plan will be used for students with a grade below “C+” in core academic subjects. These students will participate in a weekly advising sessions until they make substantial progress in their academic performance. These advising sessions will cover goal setting, strategies and services to meet goals, and other issues that may affect students’ academic performance. Project staff will communicate weekly with participants’ teachers to monitor academic progress, assignments completion, test results, attendance and classroom behavior.

Summer Program. Each student will receive individualized academic, career, and personal advising weekly and more often if needed. Weekly group advising will discuss topics on academic preparation, career exploration, college admission, and financial planning for college. Resources persons from campus and community will be utilized for the weekly group discussion.

(2). Tutoring

Academic Year. The project will provide tutorial assistance to participants after-school Monday through Friday throughout the year. Individual and small group tutorial will focus on composition, literature, math, science, social science, and foreign languages. Furthermore, the project will provide tutorial support to participants enrolled in dual enrollment courses. In addition to the academic subject tutorial, tutoring will also emphasize preparation for the New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC) Test. to help participants achieve proficiency levels on this Test. Participants must attend a minimum of two tutorial sessions per week during the school year. For participant receiving less than 2.50 GPA in core academic subjects or achieved below proficiency on the NMPARCC Test will be required to participate in a minimum of four times weekly tutorial sessions. Tutorial sessions will be facilitated by NNMC students who have a 3.0 GPA in core subjects. The Project will provide orientation to tutors on the goals and objectives of Upward Bound and tutorial strategies

working with participants. Tutoring session include: 1) monitoring each student's notebook organization and class notes; 2) teaching class materials; 3) supervising completion of assignments; and 4) preparing for tests and quizzes.

Summer Program. During summer participants will be required to attend a two-hour after class study session Monday through Friday. During the study session tutors will be available to assist students with class assignments and preparation for quizzes and exams.

(3). Study Skills Coaching

Study skills coaching will be offered in individualized and group formats on a weekly and on-demand basis to help students learn effective study techniques including time management, note taking, reading strategies, test preparation, test taking tactics, test anxiety reduction, goal setting, and overcoming obstacles to academic success. Furthermore, participants will be coached on specific learning process and strategies to aid in recalling facts and using learning strategies in an effective and efficient manner. The coaching sessions will build around the students' course work and demonstrated need as measured by the results of the participants' *Learning Style Inventory*.

(4). Career Advising and Planning

Academic Year. Individualized advising will be available to students to explore career opportunities. Each fall the project will administer and interpret the *Career Occupation Preference System Interest Inventory (COPS)* to participants. The COPS Interest Inventory provides job interest scores related to 14 different career clusters. Each cluster corresponds to high school and college curriculum, as well as current sources of occupational information. COPS interpretive materials emphasizes a "hands-on" approach to career exploration, featuring career and educational planning worksheets and activities to gain career experience.

NNMC's Career Services, faculty and staff, professionals from health and business sectors, the Society of Hispanic Professional Engineers, Los Alamos National Laboratory, Sandia National Laboratory, and the National Center for Genome Research will conduct monthly workshop to provide information to participants on career opportunities and educational preparation for a given career. The project will seek presenters from similar background as participants to facilitate the workshops and to serve as role models.

Summer Program. During the summer, the project will provide individualized career advising and planning to participants. The project will organize weekly career exploration field trips to area businesses, professional offices, laboratories, research institutes, and non-profit organizations. Guest speakers from a variety of professions will speak to the participants about career opportunities and educational requirements for a given career.

(c). ACTIVITIES

Activities to Enhance Motivation and Preparation for College

In addition to instruction and services to help participants master the college preparatory curriculum, the project has developed a set of structured activities designed to motivate them to complete a rigorous secondary school program and enroll in postsecondary education.

College Admission Workshop (9th and 10th Graders, Sixth Week of Each Semester). The Project staff and NNMC's Admissions Office will conduct an interactive workshop to help students understand the college admission planning process. The workshop will cover academic programs, academic requirements for admission, admission application process, TRIO-Student Support Services and other support programs, tuitions and expenses, and student life.

Financial Aid Workshop (9th--12th Graders and Parents, Seventh Week of Each Semester).

The Project staff and the NNMC's Financial Aid Office will conduct an interactive workshop to

help students and parents learn about options for college funding. The workshop will cover the full range of Federal financial aid programs including Pell Grant, loan forgiveness, resources for locating public and private scholarships, the differences between grants, loans and scholarships, and how to apply for financial aid. The workshop will explain the role of the Free Application for Federal Student Aid (FAFSA) form, application deadlines and required forms.

College and Career Fairs (9th - 12th Graders, Once Each Semester). The Project staff will take participants to college and career fairs organized by target area schools and colleges. The fairs will allow participants to meet college admission officials and learn about college admission requirements, academic programs, financial aid and scholarships, tuition and expenses, and academic support services. Students will have a chance to meet with employers to learn about job opportunity, career outlook, and required education for a given occupation.

Critical Thinking/Problem Solving Skills Workshop (9th - 11th Graders, Summer Program). The twice weekly workshop will help students integrate personal growth and values, academic study strategies, and critical thinking skills. It will focus on life management, learning styles, personal and educational values, critical analysis, and problem solving skills. Emphasis is on the attainment of life-long success in academic, career and personal development.

Leadership Development Training Workshop (9th - 11th Graders, Summer Program). The twice weekly workshop will help participants set and achieve their leadership development goals for themselves, their family and community. Participants will be trained in public speaking, conflict resolution, consensus building, community mobilization, leadership characteristics and skills to become change agents in their communities.

Dual Enrollment in College Courses (11th and 12th Graders, Fall and Spring Semesters).

The Project staff will collaborate with the target high schools to increase the opportunities for

participants to accumulate postsecondary credits while in high school through the dual enrollment program. The project will help participants identify and enroll in appropriate college-level courses at area postsecondary institutions. Additionally, the project will provide participants with after-school tutorial support for their dual enrollment courses. The project will encourage participants to complete a minimum of two dual enrollment courses prior to graduation. Research has shown that students who earned six dual enrollment credits were more likely to attain a college degree than for student earning only three dual credits (An, 2012).

By participating in dual enrollment courses, participants can ease the transition from high school to college level instruction, prepare academically for the rigors of college coursework, and acquired the confidence to succeed academically in postsecondary education. Furthermore, dual enrollment courses give participants a head starts in completing the prerequisite requirements toward a college degree, and avoid remediation in college to save time and cost to postsecondary completion. Recent research suggests that participation in dual enrollment program can lead to improved academic outcomes, especially for low-income and first-generation college students. Such participation can lead to better grades in high school, increased enrollment in college, greater college credit accumulation, and higher persistence and completion rates in college (An, 2012).

Preparation for College Entrance Exams. (11th and 12th Graders, Fall and Spring Semesters)

The Project staff will offer a five-session workshop on the strategies and techniques of taking the ACT/SAT multiple choice and writing tests. Students will be given a diagnostic test which is a shortened version of the ACT/SAT tests. From the diagnostic test, student will learn about their strengths and weaknesses and will serve as the basis for instruction and coaching. The workshop will also include comprehensive content review of each section of the ACT/SAT tests and

strategies for taking each subject. Project staff will help students fill registration for the tests and will coordinate with the target school counselors to request a fee waiver for the test.

Financial Literacy Workshop (11th and 12th Graders, First Three Weeks of Fall Semester).

The NNMC's Financial Aid Office will offer a three-session workshop on financial planning for college and financial literacy. This workshop will provide information on Federal and state financial aid programs including Pell Grant, loan forgiveness and resources for locating public and private scholarships. Participants will learn money management skills including setting financial goals, creating and tracking a budget, checking and saving accounts, paying off student loans, credit card debt, understanding credit scores, identity theft, and saving strategies.

Assistance with the College Application Process (12th Graders, Ongoing). The project will provide the following college application services to assist participants enroll in postsecondary institutions. (1). ***Campus Visits*** to regional postsecondary institutions including New Mexico Highlands University, Santa Fe Community College, University of New Mexico-Albuquerque, and Central New Mexico Community College. The campus visit will give students a chance to learn about admission requirements, financial aid, academic programs and majors, tuition and expenses, student services, and meet with students from similar backgrounds on their college experience. (2) ***Complete Admissions Applications***. Project staff will meet with each senior individually throughout the school year to help the student complete the admission application forms, obtain test scores, transcripts, letters of recommendation, and the admission fee waiver form if needed. Project staff will also meet with students and parents in evenings and weekends to help them complete and submit the admission applications and track their applications with the college admissions office. (3). ***Complete Application for Admission to TRIO-Student Support Services or Similar Program***. Project staff will assist participants apply to TRIO-

Student Support Services program or similar program in college. Participating in a TRIO or similar program will ensure their seamless transition from high school to college.

Assistance in Completing Financial Aid Applications and FAFSA (12th Graders, Ongoing).

Project staff and advisors from ENLACE (Engaging Latino Community for Education) will meet with each senior and their parents/guardians throughout the school year to help them complete the Free Application for Federal Student Aid (FAFSA) and submit required materials such as parental income tax returns and Student Aid Report. The project and ENLACE will also help participants search and apply for scholarships, complete scholarship application forms, and review and edit scholarship application essays. Project staff will track students' financial aid application with the college financial aid office and scholarship providers

Exposure to Cultural Activities (All Grades, Academic Year and Summer). The cultural activities will enrich the academic experience of participants and strengthen their connection with the project and other participants. Participants will take part in NNMC and community cultural events to broaden their cultural experiences and expand their understanding and appreciation of the arts. Participants will receive a monthly calendar of cultural activities such as art exhibits, theatrical productions, musical performance and community cultural events.

Assistance in Secondary School Reentry, Alternative Education Service, and GED Program

Every six months the project will contact former participants who have dropped out of high school to encourage them complete secondary education or enroll in postsecondary education. For former participants who wish to complete secondary education, the Project staff will facilitate their reentry in secondary school, an alternative education programs that lead to the receipt of a regular secondary school diploma, or entry into the General Education Program (GED). The reentry process begins with the assessment of former participant's need, and an

Individualized Education Plan (IEP) will be developed with a checklist and timeline of tasks to be completed by the participant, services to be provided to participant, and follow-up sessions until the participant is enrolled in a secondary education completion program. We will follow-up with advisement and if needed, refer participants to one-on-one tutoring in each subject area. We will track them until they graduate from their program and help them enroll in college.

Former participants who have completed secondary school education and interested in postsecondary education, the project will provide information on postsecondary education and financial aid programs. The project will help participants complete the admission and financial applications and track their applications with the college admission and financial aid offices.

Summary of Curriculum, Services and Activities for Academic Year and Summer

Curriculum	Services	Activities/Workshops
<ul style="list-style-type: none"> • College Preparatory Curriculum • Summer Program • Saturday Academy • Summer Bridge 	<ul style="list-style-type: none"> • Need Assessment • Individualized Education Plan • Assistance with College Preparatory Course Selection • Academic Progress Monitoring • Academic Advising • Tutorial Services • Study Skills Coaching • Career Advising & Planning • Secondary School Reentry • Services for English Learners • Cultural Activities 	<ul style="list-style-type: none"> • Dual Enrollment • SAT/ACT Test Preparation • College and Career Fairs • College Campus Visits • Financial Literacy • Assistance with Admission and Financial Aid Applications • Assistance with Application to TRIO- Student Support Services • Critical Thinking and Problem Solving Skills • Leadership Development

6. Planned Timelines for Accomplishing Critical Elements of the Project

Activities	Personnel Responsible	Timeline
Recruit, select and train Project Director	Provost	August
Recruit, select and train Academic Advisor, Summer Instructors and Tutors	Director (D)	August
Disseminate project information and make presentations to target school staff, students, parents, community groups, churches, youth agencies, neighborhood centers, media, and social network sites	D, Academic Advisor (AA), Curriculum Coordinator (CC)	August
Identify and recruit participants to project	D, AA, CC	August
Screen, interview, and select project participants	D, AA, CC	September
Establish the Upward Bound Parent Council	D	September
Administer Need Assessment and develop/discuss Individualized Education Plan (IEP) for each participant	D, AA, CC	September
Administer and discuss Career Occupation Preference System Interest Inventory to participants	D, AA	September
Assist participants enroll in Dual Enrollment courses	D, AA, CC	September and Jan
Provide academic and career advising and planning	D, AA, CC	Ongoing
Provide tutoring and study skills coaching	CC, Tutors	Weekly/Ongoing
Monitor academic progress of participants	D, AA, CC	Weekly/Ongoing

Implement Saturday Academy	D, AA, CC	September
Conduct Financial Literacy workshop	Financial Aid Office	September
Provide college admission workshops	D, AA, CC	October and Feb.
Conduct financial aid workshop	Financial Aid Office	October and Feb
Provide SAT/ACT preparation workshop	D, AA, CC	November & March
Provide secondary school reentry advice and guidance	D, AA	Ongoing
Implement six-week Summer Program	D, CC	Summer
Provide Critical Thinking/Problem Solving Workshop	D, AA, CC	Summer
Provide Leadership Development Training	D, AA,	Summer
Arrange for participants to attend college/career fairs	D, AA,	Once each semester
Organize college visit for participants	D, AA	Three times a year
Assist participants complete college admission and financial aid applications	D, AA, CC	Ongoing
Provide eight-week Summer Bridge	D, AA, CC	Summer
Provide professional development opportunities to project staff	D	Regional/national TRIO training
Monitoring and evaluation of project services/outcomes	D	Monthly, end of year
Disseminate evaluation report to NNMC staff, target schools staff and parents, and community groups	D	August

7. Plan to Ensure Proper and Efficient Administration of the Project

(a). Time Commitment of Project Staff

Position	Number	% Time	Month
Director	1	100%	12
Academy Advisor	1	100%	12
Curriculum Coordinator	1	50%	12
Summer Instructors	4	50%	6 Weeks
Student Tutors	4	Hourly	10 Months

(b). Plan for Financial Management

The plan for financial records management will be administered according to the U.S. Department of Education General Administrative Regulations, Northern and California fiscal rules and procedures. The Project Director is the final funding authority for the budget and prepares and monitors the budget in accordance with all federal and institutional policies.

(1). Record Control – Grant Funds

Northern New Mexico College will assign an account number to the Upward Bound project to ensure isolation and individuality from other awards and for recording, managing, and tracking all financial transactions. The College will provide the latest Banner administrative and accounting software to the project for keeping all project information including budget, student and personnel data. The College Business Office will prepare monthly detailed financial analyses for the Project Director that compares the total budget, expenditures, and commitments for each budgeted line item. It will also serve as an advisor/auditor to the Project Director to ensure adherence to funding agency procedures.

(2). Disbursement of Funds

All requests for disbursement of funds originate with the Project Director. The Project Director will review the request for availability of funds and allowable expenditures under the guidelines of the grant. Each disbursement request by the Project Director is channeled through the College Business Office and is subject to reviews and audits at various levels prior to payment approval. A file will be kept for audit and budget reconciliation purposes and contains purchase orders, copies of checks for payment, salary distributions, and invoices.

(3). Participant Stipend

The project will distribute the academic year and summer stipends to participants contingent on satisfactory academic progress and exemplary participation in project activities and services. Each participant will receive a monthly stipend of \$40.00 during the academic year and \$60.00 a month during the summer program. Participants will be required to sign a receipt that indicated they have received a specific amount of stipend for a specific month. Students will not receive stipend for absence, tardiness, unsatisfactory academic progress, and behavioral disturbance.

(c). Plan for Student Records Management

The Project Director is responsible for gathering and maintaining records related to participants' eligibility for project services, academic performance, and the overall project outcomes. Participants' records will be kept in individual hard copy files and in the project's electronic database. Hard copy participant files are kept in locked filing cabinets with access restricted to authorized project staff. The electronic database files are accessible to authorized staff and are password protected to preserve the privacy and integrity of all student information. Both the student's hard copy file and the project's electronic database are updated bi-weekly by project staff ensuring accurate and up-to-date student data. More specifically, participant hard

copy and electronic files contain: (a) demographic and contact information; (b) project eligibility documentation; (c) documentation of participant's need for services; (d) a copy of each participant's Individualized Education Plan; (e) detailed documentation of all instructional and support services received; (f) detailed report of academic assessment, academic performance, persistence, and graduation status; (g) postsecondary education enrollment and completion status report; (h) grade reports, test scores and transcripts; and (i) signed release forms from the participants' parents/ guardian authorizing project staff to obtain academic and test records.

(d). Plan for Personnel Management

The Project Director will have the authority to hire staff for the project and prepare job descriptions for each position in accordance with the NNMC's personnel policies and procedures and the terms of the grant from the U.S. Department of Education. The Project Director is responsible for the recruitment, selection, training and supervision of project staff. The personnel management plan includes:

(1). *Orientation and Training*—New staff will be given a copy of the project proposal, federal regulations, and project guidelines. The training will cover (a) project goals, objectives and services, (b) staff assignment and responsibilities, (c) project organizational structure, and (d) schedules and timetables of project activities and services.

(2). *Performance and Evaluation* – At the beginning of each project year the Project Director will meet with staff individually to establish job-related goals for the year. Staff will be required to submit quarterly and annual reports of their accomplishments to the Project Director. At the end of each project year, the Project Director and each staff will conduct a performance review and discuss needs for further training or modification of staff responsibilities if needed.

(3). *Staff Development* – Project staff will have the opportunity to develop their

professional knowledge and skills by participating in the Northern New Mexico College's Faculty and Staff Professional Development Program. The Project Director will keep abreast of TRIO training opportunities provided by the Southwest Association of TRIO-Student Assistance Programs and encourage and support staff to participate in those opportunities.

8. Resources and Personnel to Achieve Project Objectives and Coordination with Other Projects for Disadvantaged Students.

(a). Resources and Personnel to Achieve Project Objectives. The table below summarizes the resources and personnel to achieve each objective.

Objectives	Resources	Personnel
1. Academic Performance Grade Point Average (GPA)	Facilities on campus and in target school. Project fund for instruction, tutoring, and study skills coaching. Academic progress monitoring system, computer hardware and software.	Project Director Academic Advisor Curriculum Coordinator Summer Instructors Tutors
2. Academic Performance on Standardized Test.	Study skills coach on test preparation and test taking strategies; instructional and tutorial services, computer labs, and state assessment practice tests.	Academic Advisor Curriculum Coordinator Summer Instructors Tutors
3. Secondary School Retention and Graduation	Project funds for instruction and academic advising. Intensive summer instruction and Saturday Academy,	Project Director Curriculum Coordinator

	Tutoring and academic progress monitoring system. Facilities on campus and in targets schools.	Academic Advisor Summer Instructors Tutors
4. Secondary School Graduation (Rigorous Secondary School program of Study	Intensive summer instruction. Project funds for instruction and academic advising. Tutoring and academic progress monitor system, student IEP and dual enrollment courses	Project Director Academic Advisor Curriculum Coordinator Summer Instructors Tutors
5. Post-secondary Enrollment	Funds for college visits. College Registrars reports, National Student Clearing House database, student IEP, Admission and financial aid application assistance	Project Director Academic Advisor Curriculum Coordinator
6. Post-secondary Completion.	College Registrars reports, National Students Clearinghouse database, Trio Student Support Services or similar programs at chosen college	Project Director Academic Advisor Curriculum Coordinator

(b). Plan to Coordinate Services with Other Programs for Disadvantaged Students

The project will collaborate with NNMC's programs for disadvantaged students including the College Assistance Migrant Program, High School Equivalency Program, Accessibility Resource Center, and the Student Success Center to supplement support services to

participants, coordinate outreach and referrals of eligible students to the project, and share staff training opportunities. This collaborative will provide an effective structure to support the academic success of project participants.

In addition to coordination with other campus programs for disadvantaged students, the project will also work extensively with regional programs for disadvantaged students including New Mexico GEAR UP, and TRIO-Student Support Services at New Mexico Highland University, University of New Mexico, Santa Fe Community College, and Central New Mexico Community College, all regional postsecondary institutions where our participants will likely to enroll. They will give priority admission consideration to our participants to join their TRIO-Student Support Services. New Mexico GEAR UP will provide participants and parents with information on educational opportunity in area postsecondary institutions and will assist participants and parents complete admission and financial aid applications. The partnership will collaborate on coordination of services and referral of participants, share information and expertise on program management and evaluation, and share staff training opportunities

9. PLAN TO WORK WITH PARENTS AND SCHOOL

(a). Plan to Work Cooperatively with Parents

(1). *Parent Orientation* – The project will provide a bilingual orientation to parents for an overview of project goals, services, and reviews expectations of students, parents, and the project. Parents will sign a Commitment Agreement outlining the responsibilities of the project and parents to assist their children successfully complete high school and enroll in college.

(2). *Parent Council Meeting* – A monthly meeting will be created to encourage parents input in project activities and services and to involve parents in the learning process of their children. The meeting will be bilingual and cover topics such as steps parent can take to help students

succeed in school, parent/teacher conference issues, and admission and financial aid for college.

(3). *Parent Conference to Monitor Student Progress* – The project will conduct conferences with parents and students three times a year (first semester, second semester and summer) to discuss students' progress in the project. For parents of high school seniors, the project will assist and monitor the college admission and financial aid application process with them.

(b). Plan to Work Cooperatively with Administrative/Teaching/Counseling Staff

(1). *Meeting with Key Administrators and Teaching staff*—An orientation will be conducted at the beginning of each project year to provide information to target school regarding project services, in-school project implementation plan, and logistics and space for the year. An agreement between the target school and the project will outline the resources and services each party will provide. Teachers will complete the electronic Academic Progress Report six times each semester for project to monitor the academic progress of participants. Also, teachers will complete the weekly progress report on students with less than a 2.50 GPA in each core course.

(3). *Meeting with Head Guidance Counselors*--project staff will meet with the Head Counselor at the start of each semester to clarify the identification/referral process for potential participants, review procedures for accessing students' records and establish academic monitoring system.

10. Plan to Follow Former Participants

The project will contact former project participants bi-annually for up to six years to determine progress in their postsecondary education. The project will use a database to track participants' educational progress starting with their admission to the project and continue as they pursue and complete postsecondary education. The following tracking plan will be used:

- Prior to completion of the Summer Bridge, project staff will conduct an exit

interview with each project graduate. Each graduate will complete twelve (12) Permission to Access Postsecondary Records Forms (PAPR). At the beginning of each fall and spring semester, the Project will send the PAPR form to the participant's College Registrar for verification of enrollment and graduation status.

- A questionnaire to update participants' educational and career status will be emailed or texted to them every six months for up to six years after high school graduation.
- The Project will also use the National Student Clearing House Student Tracker database to verify participants' postsecondary enrollment and degree completion
- Every six months the project will contact former participants who are not attending college to determine why they are not enrolled and assist their enrollment in college.
- Every six months the project will contact former participants who have dropped out of high school to assist them with secondary school reentry and eventual enrollment in college.

D. APPLICANT AND COMMUNITY SUPPORT

1. Facilitates, Equipment, Supplies, and Personnel Committed by the Applicant

(a) Space: The project will be located in the Montoya Administration Building, a central campus building with the latest technological innovations incorporated into the building and fully accessible to participants with disabilities. NNMC will provide the project with a 900 square feet office space, and each staff member will have a private office for confidential meetings with participants. The project's office also includes reception area for students and staff to meet and socialize with each other, two conference rooms for tutoring, small-group instruction and advising. These offices are in-kind contribution to the project. We will receive full use of all media centers, computer labs, science laboratories, libraries, classrooms, high-speed Internet, and computer support services. All campus buildings are accessible to individuals with disabilities.

(b) Furniture and Equipment: NNMC will provide staff with standard office furniture including desk, chairs, computer tables, filing cabinet, and bookshelf. The office equipment includes high speed copier, fax machine, telephone system, and paper shredder. College fleet vehicles will be available for staff travel and campus visits for participants. NNMC will provide adaptive equipment and technology for staff and participants with disabilities.

(c) Supplies: Office supplies such as paper supplies, pencils, pens, envelopes, desktop supplies, computer software, and printer cartridges are on hand for staff use.

(d) Time and Effort of Personnel: The Upward Bound project will have full cooperation of the Northern New Mexico College community and a commitment from the President for college-wide support from departments, faculty and staff. Faculty and administrators will discuss college admission, financial aids, academic support services, academic programs and career opportunities with participants in workshops and small meetings throughout the project year.

Below are the personnel and resources committed by NNMC to the project.

Personnel/Departments	Commitment	Time
President and Provost	Speak at project receptions and banquets	As Needed
Director and Staff, Financial Aid Office	Train project staff on federal and state financial aids, scholarships and the application process, assist participants complete the Free Application for Federal Student Aid (FAFSA) and scholarship applications, and conduct financial literacy workshop for participants	10% Time

Director and staff, Admissions Office	Train project staff on admission requirements and application process, and assist participants complete the admission application	10% Time
Faculty in Departments of English, Biology, Chemistry, Math, Physics, Foreign Languages	Develop English, math, biology, chemistry, physics and language curriculum for summer program	15% Time
Director and Staff of the Career Services	Conduct career exploration and planning workshops for participants and arrange workshop speakers	7% Time
Director and Staff of Student Success Center	Provide study skills coaching to participants	20% Time
Director of Accessibility Resource Center	Provides access, accommodation, assistive technology to participants with disabilities	10% Time
Director, Office of Institutional Research	Design survey instruments and assistance with project evaluation	10% Time
Director of Information Technology Services	Provide data management software and troubleshooting of hardware and software	5% Time

2. Resources Secured Through Written Commitments from Target School and Community Partners

In addition to commitments by NNMC to support the project, the target school and community organizations have provided the following written commitments to the project.

Target School and Community Partners	Commitments
Espanola Valley High School	<p>Provide office space, classrooms, computer labs, libraries, and equipment for workshops, meetings, and student parents enrichment activities. Assist project in the identification, recruitment, and referral of participants.</p> <p>Provide electronic transcripts, class schedules, grade reports, quiz and test scores. Assist project staff in scheduling advising appointments and workshops for participants</p>
TRIO-Student Support Services at Santa Fe Community College, New Mexico Highlands University, University of New Mexico, and Central New Mexico Community College	Facilitate campus visits and meetings with admissions and financial aid offices and academic programs. Provide priority admission to project participants for a seamless transition to college
New Mexico GEAR UP	Provide admission and financial aid workshops to participants. Assist participants and parents complete the admission and financial aid applications
Los Alamos National Laboratories, Sandia National Laboratory, and the National Center for Genomic Research	Provide speakers and STEM demonstration, and facilitate field trips to STEM industries and research facilities
Society of Hispanic Professional Engineers	Provide speakers for career workshops

Engaging Latino Community for Education (ENLACE)	Disseminate project information and assist project in the recruitment of participants. Assist students and parents complete admission and financial aid applications
Espanola Child and Family Services	Provide office space to meet with students and parents, and assist project in the recruitment and referral of participants.

E. QUALITY OF PERSONNEL

Our staff will consist of a full-time Director, a full-time Academic Advisor, a half-time Curriculum Coordinator, four half-time Summer Instructors, and four Student Tutors.

1. The Qualifications Required of the Project Director (*100 percent, 12 months*)

- Master's degree in education, administration, counseling, or related fields.
- Five years of experience in the design and management of TRIO or similar programs that provides academic support services to low-income high school students and potential first-generation college students.
- Three years of experience in budget management, database management, and staff supervision and evaluation.
- Knowledge of academic assessment and curriculum design for high school students.
- Experience conducting program evaluation and preparing reports
- Experience with computer software and the use of technology in student affairs
- Knowledge of academic needs of low-income and first-generation college students.
- Knowledge of college admission requirements, academic and financial aid programs.

- Demonstrated experience working with high school administrators, faculty, students, parents and postsecondary education administrators and staff.
- Spanish speaking proficiency preferred

2. The Qualifications Required of the Other Personnel

Academic Advisor (100 percent, 12 months)

- Bachelor's degree in education, social work, counseling, psychology or related fields
- Two years of experience with academic advising, academic assessment, study skills development, and designing individualized Education Plan for low-income high school students and potential first-generation college students.
- Experience planning and implementing advising sessions, workshops and educational programs for high school students.
- Knowledge and experience with college admission requirements, academic programs, and financial aid programs.
- Experience working with high school staff and parents and postsecondary education administrators and staff.

Curriculum Coordinator (50 percent, 12 months)

- Master's degree in education with teaching certificate.
- Three years high school teaching experience
- Three years of experience with academic assessment, planning and implementing college preparatory curriculum, workshops and educational program for high school students.
- Experience advising high school students in TRIO or similar programs
- Experience working with high school staff and parents and postsecondary education administrators and staff.

- Experience with computer software and instructional technology

Academic Advisor (100 percent, 12 months)

- Bachelor's degree in education, social work, counseling, psychology or related fields
- Two years of experience with academic advising, academic assessment, study skills development, and designing Individualized Education Plan for low-income high school students and potential first-generation college students.
- Experience planning and implementing advising sessions, workshops and educational programs for high school students.
- Knowledge and experience with college admission requirements, academic programs, and financial aid programs.
- Experience working with high school staff and parents and postsecondary education administrators and staff.

Summer Instructors (4) (50 percent, 6 weeks, summer)

- Bachelor's degree required in English, mathematics, science, or foreign language
- Secondary teaching certification and experience teaching high school students in composition, literature, mathematics, sciences, or foreign language required.
- Experience working with low-income, and potential first generation college students
- Experience with computer software and instructional technology

Tutors (4) (Student Hourly, Academic Year and Summer Program)

- Northern New Mexico College students majoring in math, science, English, social sciences, and Spanish with a minimum of 3.00 grade point average in their major
- Previous tutorial experience with low-income high school students preferred
- Spanish speaking proficiency preferred

3. Plan for Employing Personnel Who Have Succeeded in Overcoming Barriers

Every position vacancy announcement will be sent to Southwest Association of TRIO-Student Assistance Programs, New Mexico and National TRIO listserv, Hispanic Serving Institutions and Tribal colleges in the region, Rio Arriba and Taos County Employment Services distribution list, community agencies and professional organizations requesting their assistance in disseminating position vacancy announcements and referring potential applicants to the project. A statement will be included in all position announcements emphasizing the project's interest in hiring members of groups that have been traditionally underrepresented in higher education and individuals who have succeeded in overcoming barriers similar to those confronting the project's target population, and "Equal Employment/Affirmative Action Employer".

A committee composed of the Project Director, Curriculum Coordinator, Academic Advisors, and a current project participant will select a candidate to fill position vacancy based on education, work experience and other factors that each position required. A 100-point ranking scale will be used to select candidate to fill each position vacancy.

Selection Criteria	Points
Meeting the educational requirement for the position	10 points
Obtained educational degree above position requirement	10 points
Meeting work experience requirement for the position	60 points
Previous TRIO work experience	10 points
Former TRIO, GEAR Up or similar project participant	10 points
Total	100 points

The Project Director will have the final authority in selecting staff for the project and will ensure highest consideration for potential staff who, as a group, mirror the different abilities,

racial and gender composition of project participants, and who have overcome economic, educational and social barriers similar to those confronting the target population.

F. BUDGET

Year I (9/1/2017–8/31/2018)

Northern New Mexico College is requesting \$256,986 per year for five years to serve 60 students at a cost of \$4,283 per participant. This amount is reasonable and cost effective in relationship to the objectives and scope of the project because the per student cost is below the Upward Bound national average of \$4,292 (US Department of Education, 2016). The budget is adequate to hire project staff and implement activities and services that will impact the educational achievement of participants and accomplishment of project objectives.

71% of the budget is for personnel to provide comprehensive services to participants. The salaries and benefits proposed for the project are consistent with the College's salary and benefit schedule for comparable positions

Budget for Project Year 1			
1. Personnel			
	% Time	Months	Amount
Project Director	100	12	\$50,000
Academic Advisor	100	12	40,000
Curriculum Coordinator	50	12	20,000
Summer Instructors (4) @\$4,000 each	50	6 weeks	16,000
Student Tutors (4) \$10/hour	1,503 Hours	10	15,030
Total Personnel			\$141,030

2. Fringe Benefits	
@ 35% for Project Director, Academic Advisor and Curriculum Coordinator	\$38,500
@ 15% for Summer Instructors	2,400
Total Fringe Benefits	\$40,900
3. Travel	
1. Travel by staff to attend the annual regional training and share “Best Practices” with Upward Bound colleagues sponsored by the Southwest Association of TRIO Student Assistance Programs @ \$400 airfare and \$175 per diem for two days for 3 staff	\$2,250
2. Travel by Project Director to attend the annual conference and training sponsored by the Council for Opportunity in Education @ \$500 airfare and \$250 per diem for three days	\$1,250
3. Travel by participants 7 field trips--7 x 1 bus x \$500 and lunch 7 x \$6.00 x 60 students @\$6,020. Two college/career fairs-- 2 x 1 bus \$500 @\$1,000. 3 campus visits--3 x 1 bus x \$500 and 3 x lunch \$6.00 x 25 students @) \$1,950	\$8,970
Total Travel	\$12,470
4. Equipment	
Three desktop computers and three printers	\$3,000
Total Equipment	\$3,000
5. Supplies	
1. Instructional materials and science lab materials @\$2,000	\$5,750
2. Testing Materials @\$550	

3. Desktop office supplies, duplication materials, computer supplies, and other related supplies needed to function as an office @\$3,000	
Total Supplies	\$5,550
8. Other	0
1. Printing (applications, brochures, and flyers)	\$1,000
2. Lunch for participants at summer program @\$6.00 day/60 students/30 days	\$9,000
Total Other	\$10,000
9. Total Direct Cost	\$212,950
10. Indirect Cost @ 8%	\$17,036
11. Training Stipend	
Training Stipends @ \$40/month x 9 months x 60 participants for the school year	\$21,600
Training Stipends @ \$15/week x 6 weeks x 60 participants for summer program	5,400
Total Stipends	\$27,000
12. Total Cost	\$256,986
<i>Per Student Cost \$4,283 (UB national average was \$4,292 in 2015)</i>	

G. EVALUATION PLAN

1. Methods of Evaluation Appropriate to the Project Objectives

The evaluation plan will include *quantitative* and *qualitative* measures in *formative* and *summative* evaluations to ensure a valid assessment of implementation strategies and achievement of objectives to increase the academic performance, high school graduation, postsecondary enrollment and completion rates of participants.

The Project Director, Director of Institutional Research, and Dean of Liberal Studies will

form the evaluation team to measure the effectiveness of the project in meeting its objectives. The Office of Institutional Research will provide resources and expertise to assist the evaluation team to: 1) design survey and interview instruments, and 2) aggregate participant outcome by cohort years and the overall five-year project cycle; and 3) develop analytical techniques to compare outcome measures to performance benchmarks and baseline data. A computerized compilation of group and individual profiles will be tabulated weekly, monthly, quarterly, and annually in a cumulative format.

The Project Director will be responsible for collecting, analyze and present *quarterly* formative evaluation and *annual summative* evaluation reports to the Northern New Mexico College President, Provost, Dean of Student Services, faculty and staff.

Quantitative Evaluation Measures

The Project has designed a quantifiable performance-based evaluation for each objective. These objectives assess the effectiveness of the project in improving participants' academic performance, retention, completion of a rigorous secondary school program of study, high school graduation, postsecondary enrollment and degree completion rates. This evaluation methodology is built around the project's measurable objectives and includes the performance benchmarks, baseline data, data sources, data analysis techniques, timeline of data collection, and the person responsible for data collection and analysis. This methodology will provide measureable outcomes in assessing the effectiveness of the project in achieving its objectives. Below presents the evaluation plan for each objective.

Objective 1. Academic Performance

- **Performance Benchmark:** 77% of participants will have a GPA 2.5 or higher
- **Baseline Data from Need Section:** 57% with GPA 2.5 or better in 2016

- **Data Sources:** Participants' high school transcripts
- **Data Analysis Techniques:** Compare the annual grade point averages to performance benchmark and 2016 baseline data
- **Person Responsible:** Project Director **Timeline:** September

Objective 2. Academic Performance on Standardized Test

- **Performance Benchmark:** 43% of UB seniors will meet the proficient level on state assessments in language arts and math
- **Baseline Data from Need section:** 3% proficient in language arts and Math in 2016
- **Data Sources:** State assessment results in language arts and math for 12th grade students
- **Data Analysis Techniques:** Compare the annual state assessment results to performance benchmark and 2016 baseline data
- **Person Responsible:** Project Director **Timeline:** July

Objective 3. Secondary School Retention and Graduation

- **Performance Benchmark:** 85% of participants will continue or have graduated from secondary school with a regular secondary school diploma
- **Baseline Data from Need Section:** 57% retention rate in 2015
- **Data Sources:** 1. Fall student enrollment status confirmed by target school. 2. High school graduation status confirmed by target school. 3. Participants' high school transcripts
- **Data Analysis Techniques:** Compare the annual fall-to-fall persistence rates to performance benchmark and 2015 baseline data
- **Person Responsible:** Project Director **Timeline:** Third week of fall semester

Objective 4. Secondary School Graduation

- **Performance Benchmark:** 70% of current and prior year participants completed a rigorous secondary school program of study and graduated with a secondary school diploma
- **Baseline Data from Need section:** 10% graduation rate with rigorous secondary school program of study in 2015
- **Data Sources:** 1. Participants' high school transcripts. 2. Graduation status confirmed by target school
- **Data Analysis Techniques:** Compare the annual graduation rate with rigorous secondary school program of study to the performance benchmark and 2015 baseline data.
- **Person Responsible:** Project Director **Timeline:** September

Objective 5. Postsecondary Enrollment

- **Performance Benchmark:** 81% of projects graduates will enroll in postsecondary education by the fall term following high school graduation
- **Baseline Data from Need section:** 61% postsecondary enrollment rate in 2015
- **Data Sources:** 1. Verification of enrollment status by participants' college. 2. National Student Clearing House Student Tracker database. 3. Participants' transcripts
- **Data Analysis Techniques:** Compare the annual postsecondary enrollment rate to performance benchmark and 2015 baseline data
- **Person Responsible:** Project Director **Timeline:** October

Objective 6. Postsecondary Completion

- **Performance Benchmark:** 50% of participants who enrolled in postsecondary education will attain either an associate's or bachelor's degree within six years
- **Baseline Data from Need section:** 23% postsecondary completion rate in 2015
- **Data Sources:** 1. Confirmation of degree completion by the participant's college.
2. National Student Clearing House Student Tracker database. 3. Participants response to semi-annual survey on college enrollment and degree status.
- **Data Analysis Techniques:** Compare the annual postsecondary completion rate to performance benchmark and 2015 baseline data.
- **Person Responsible:** Project Director **Timeline:** October

Qualitative Evaluation Measures

In addition to the quantitative evaluation plan to measures the effectiveness of the project in achieving its objectives, the evaluation process will include the following qualitative measures:

(a). Project Activity Data: Project staff and participants, target school personnel and NNMC faculty and administrators who have interacted with the project will be asked to complete a questionnaire to assess the impact of project activities and services on participants.

(b). Project Staff Data: Each staff member will complete a questionnaire at the end of each semester to determine the effectiveness of the various activities and components of the project and provide recommendations for project modifications.

(c). Focus Group Interviews: Project staff will interview participants at the end of each semester and academic year on their experiences with the project, and their effectiveness in preparing participants to complete high school and enroll in postsecondary education.

(d). Follow-up of Former Participants: Project Staff will send out a survey a year after the participants' graduation date to seek their assessment of the impact of their experience in the project on their educational and career plans.

2. Provide Specific and Measurable Ways to Determine Success of the Project:

(a). Making Progress Toward Achieving Its Objectives (Formative Evaluation)

Formative evaluation is designed to assess the implementation of specific activities and service toward achieving project objectives. It will be conducted on a regular predetermined timelines during project operation to check the progress and results of activities and services that have been planned and completed to assist the project in meeting its objectives. The formative evaluation will include quantitative data on student academic performance, surveys and evaluation forms for participants and staff to assess the effectiveness of each completed activity and service. The results of the formative evaluation will be entered into projects database weekly and will be the foundation for the project's data-based decision making process. At the weekly staff meeting, project staff will use the data-based decision making process to determine whether the project activities and services being implemented are linked to positive outcomes for students and whether programmatic adjustments will be needed to enhance those outcomes. For example, if the project's Early Alert notification from a teacher indicated a participant has failed Algebra I quiz for two consecutive weeks, the project can interview participant's math teacher, participant and his/her parents for their perceptions regarding participant poor math performance. The project can use this information to restructure the academic support services and reallocating resources promptly to provide the participant with one-on-one after-school tutoring and daily quizzes for four to five days a week instead of the previous twice weekly math group tutorial to

ensure participant understands the math content for that day. The project will monitor the impact of the programmatic adjustments on student performance on a weekly basis.

The Project Director will submit quarterly formative evaluation report to Northern New Mexico College President and Provost on the results of the implementation strategies and the programmatic adjustments to enhance positive outcomes for participants.

(b). Achieving Objectives at the End of the Project Period (Summative Evaluation)

Summative evaluation is used to evaluate the overall performance of the project objectives or intended outcomes. The summative evaluation is conducted annually and at the end of the project. The data collected in the summative evaluation will address the outcomes of each objective, but will also summarize the cumulative impact of the project in helping participants complete a rigorous secondary school program of study, graduate from high school, enroll and complete postsecondary education.

Some of the specific summative data that will be collected to evaluate on an annual basis and at the end of the project five-year cycle include:

- The number of participants served.
- The percentage of participants with a cumulative GPA of 2.5 or higher
- The percentage of participants achieved proficiency level on the state assessments in reading and math
- The percentage of participants who persisted from one year to the next
- The percentage of participants completed a rigorous secondary school program of study and graduated with a regular secondary school diploma.
- The percentage of participants enrolled in postsecondary education.
- The percentage of students attained an associate or bachelor's degree within six years

The project will use the *summative evaluation* results to implement data-based decision making process to make needed programmatic to enhance student outcomes. Whenever the summative evaluation shows evidence of problems with meeting the project's objectives, appropriate alternatives will be explored, and programmatic changes will be made. For example, if data indicates that the project is not meeting its objective on academic performance, the project can implement a daily after-school integrated supplemental instruction that includes just-in-time tutorial and study skills coaching for each core subject for participants with less than a "C+" grade point average. The project will monitor the impact of those adjustments on student performance on a weekly basis.

The Project Director will submit the annual summative evaluation report to Northern New Mexico College President and Provost on the overall performance of the project in meeting its objectives. The annual summative evaluation report will include a description of *unanticipated results* and the impact of these results on the project in the subsequent year. The annual report will also include a Plan of Action that describes the programmatic and instructional adjustments to rectify the unanticipated results for the next project year. The end of the project final report will summarize the contributions of the project in improving the high school graduation, and postsecondary enrollment and completion rates of project participants.